

**AN INVESTIGATION OF THE USE OF FACEBOOK  
IN SUPPORTING STUDENTS' ENGLISH SELF-DIRECTED  
LEARNING**

**An Article**

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# **AN INVESTIGATION OF THE USE OF FACEBOOK IN SUPPORTING STUDENTS' ENGLISH SELF-DIRECTED LEARNING**

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**Abstrak:** Penelitian ini bertujuan untuk menginvestigasi penggunaan sebuah grup di Facebook yang bernama *MAN XI IPA 1 English Club* dan masalah yang dihadapi dalam penggunaannya sebagai media pendukung pembelajaran mandiri pada pelajaran Bahasa Inggris. Subjek dari penelitian ini adalah siswa kelas XI IPA 1 di MAN 1 Sintang. Dalam penelitian ini, penulis menggunakan metode studi kasus. Data dikumpulkan melalui angket dan wawancara. Data menunjukkan bahwa siswa melalui proses perencanaan (79,32%), penerapan (81,58%), dan evaluasi (78,41%) pembelajaran mandiri. Siswa menghadapi sedikit masalah pada penggunaan sumber belajar (38,26%), sedikit masalah pada perubahan strategi belajar (34,66%), alasan berpartisipasi dalam grup (42,05%) menjadi masalah utama yang mereka hadapi dimana mereka berpartisipasi sebatas yang diharuskan guru, dan sangat sedikit masalah pada konteks pembelajaran online (14,77%).

**Kata kunci:** Pembelajaran mandiri, Pembelajaran Bahasa Inggris, pembelajaran online, Facebook

**Abstract:** This research aims to investigate senior high school students' use of facebook group named *MAN XI IPA 1 English Club* along with problems encountered while using the group as a media supporting English self-directed learning (SDL). The subject of this research were the students of XI IPA 1, MAN 1 Sintang. In this case study case study, the data were obtained from the questionnaire and interview. The data shows that the students went through the process of SDL including planning (79.32%) , implementation (81.58%), and evaluation (78.41%). This study reveals that the students' experienced few problem in resource use (38.26%), problem in adjusting new teaching and learning strategies (34.66%), and problems in online contexts (14.77%). Meanwhile, the students' problems in the motive of participating in the group (42.05%) was the major problem where the students only participate because of the course requirement.

**Key words:** Self-directed learning, English language learning, Online learning, Facebook

Nowadays, the activities related to technology using internet access have highlighted the rapid development of new innovations, adaptation of new ideas, and their popular use, including in education domain. Internet has become widely accepted as modern learning tool in this era of globalization. One of the recent and advanced trends of internet use in education is blended learning. Erben, et.al (2009) stated that blended learning is the combination of learning together in the classroom or online at the same time (synchronous learning) and online learning which does not require students and teacher to be physically together or virtually online at the same time (asynchronous learning). Learning process is not limited in classroom situation, the existence of E-learning or electronic learning which use electronic media and information and communication technology (ICT) gives new color to education. "E-learning is often seen as a tool for providing students with an additional teaching and learning platform to be used together with more traditional methods of delivery, such as lectures" (Robinson, 2011:13). One of popular innovation of blended learning in education is online forum which is combined with classroom learning. It can be created through social media like Facebook, blog or any other application on internet.

One of the schools in Sintang, Islamic senior high school (MAN) 1 Sintang uses internet access to facilitate teaching and learning process. The English teacher created a Facebook group named "*MAN XI IPA 1 English Club*" on the English learning process. The group was created to be a part of the process for English learning. The teacher combined the classroom teaching and online forum. The Facebook group was used before or after the teacher taught the material in the classroom for activities like giving assignment and posting material related to English learning. This group was also very helpful at the time the teacher could not attend the class, she could give the students material for discussion. Students were asked to use English since one of the purposes of this group was to encourage students to share their thoughts in English. Although the teacher did not derive students' score from the group, but their participation became one of the consideration for the teacher in giving them score. The teacher used this opportunity to motivate students to participate actively on the group.

The existence of *MAN XI IPA 1 English Club* in English language learning might not only motivate students to use English, but also promoted their self directed learning (SDL). SDL is "a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating goals, identifying human and material resources, choosing and implementing learning strategies and evaluating learning outcomes" (Knowles, 1975: 18). It is a concept of teaching which concerned with teaching students how to think, how to learn and to take control of their learning with the help of critical thinking skills, problem solving skills, learning strategies" (Kocak, 2003: 5).

Students applied SDL which they manage their own learning. The group gave students many chances to learn English independently. It facilitated students in doing active learning, such as sharing their thought and finding more resources on internet. "Students are more engaged in their own learning process by taking control over the process according to their needs, lacks and wants" (Tuncok, 2012: 2). Learning is not merely accepting material from the teacher, but students also take a big part in learning itself. For instance, when students want to response or share new information to English language online forum, they would find the material themselves and somehow connecting and building upon a foundation of prior knowledge they already possessed. This situation encouraged students to learn English independently where they should utilize their prior knowledge about English.

Although *MAN XI IPA 1 English Club* aimed to promote students' SDL, it did not mean that students do all learning process in their initiative. Since SDL usually refers to adult learning, this made the teacher still played the role to control students learning. Students need to adjust themselves of the changing from traditional teacher-centered learning into SDL which is learner-centered. Students which still adapting themselves into blended learning need to be assisted to gain awareness of independent learning outside the classroom (Kocak, 2003).

Because SDL with technology are often an integral part of fully online higher education courses, it is important to learn more about it when Facebook as a tool for blended learning is used in the classroom for senior high school students. The researcher investigated the process of learning which consists of: planning, implementing, and evaluating which are the steps on self-directed learning and investigated problems encountered by students in order to see the challenge of the use of *MAN XI IPA 1 English Club* in supporting students' English language learning. The questionnaire of the process and problem in SDL was arranged according to Song and Hill (2007) model of SDL. Song and Hill (2007) model of SDL was chosen for the purpose of this research because it compasses the online context of SDL. This research used the model of SDL and customized it to the context of this research, blended learning for senior high school students.

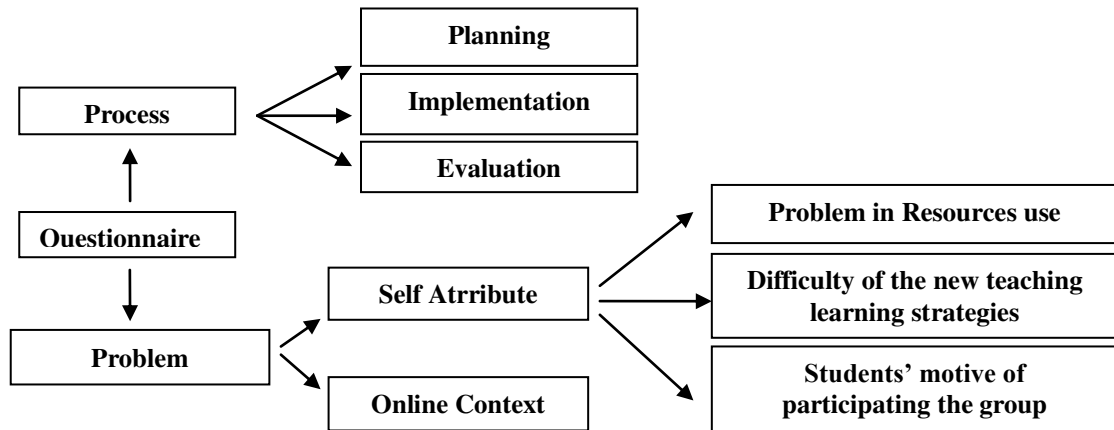
Examining the contribution of online forum in students' English learning, especially in their SDL may lead us to pay more attention to the use of online forum especially Facebook group in English teaching and learning process. The process of students' learning may give us an image on how online learning may support students' English language learning. Knowing the problem encountered by students can be important information for us in finding solution for a better blended learning for senior high school students.

## METHOD

The method of this research is case study. Gerring (2007:20) stated that “case study may be understood as the intensive study of a single case where the purpose of that study is – at least in part – to shed light on a larger class of cases (a population)”. Case study is used when there is a how or why question is being asked, about a phenomenon over which the investigator has little or no control of the phenomenon. (Yin, 2009). Case study method was used because the researcher considered that it was necessary to develop a thick description of the phenomena. The researcher’s intention is not to generalize the result with other group/ class which also use Facebook group as an online forum to support their learning.

The subjects of this research were 22 students of eleventh grade of science class in MAN 1 Sintang. 22 students answered the questionnaire and five students were interviewed. The interviewees were selected based on the criteria on active and passive students in participating on the Facebook group. Open-ended and informal conversational interviews were carried out as a follow-up instrument to gain further explanation of the questionnaire results. The interview was conducted one by one student. The other students were given a game of English using researcher’s laptop to avoid noise and distraction. The teacher were also interviewed via *Whats Up* chat service.

Triangulation method was used to collect the data. Triangulation method uses evidence from different sources to corroborate the same fact or finding. The data were collected from questionnaire, interviews, and library research to provide complete picture with detailed information regarding the topic. Song and Hill’s model of SDL was divided into self attribute, process, and context. The first part of questionnaire used the aspect of process in order to gain the information regarding students’ process of learning: planning, monitoring, and evaluating. The researcher used the term “implementing” since “implementing” (Moore, 1980; Knowless, 1975; Brockett & Hiemstra, 1991; and Merriam, 1999) was more suitable for this context of research. The second part of questionnaire used the aspects of self attribute and context in order to find students’ problems during their learning. The questionnaire model can be seen in figure 1.



**Figure 1.**  
**The questionnaire model**

The questionnaire result was analyzed using the formula from Arikunto (2010) to find the percentage of each item. The value for each option can be seen in table 1.

**Table 1.**

<b>Value for option in likert scale</b>	
<b>Frequency</b>	<b>Score</b>
Always	4
Often	3
Sometimes	2
Seldom	1
Never	0

The percentage of every item was obtained using the formula:

$$M = \frac{\sum x}{N} \times 100$$

Note:

M = Percentage of students' answer (%).

$\sum x$  = the sum of the students checklist for each option and the value

N = number of all checklist.

The result which was in form of percentage was converted into categories which represent the percentage. The percentage of students' answer was converted into some categories which were adapted from Riduwan (as cited in Togik, 2013):

**Table 2.**

<b>The category of students' answer</b>	
<b>Percentage</b>	<b>Category</b>
0%-20%	Very Weak
21%-40%	Weak
41%-60%	Sufficient
61%-80%	Strong
81%-100%	Very Strong

The interview results were analyzed as follows:

*a. Transcribing*

The researcher transcribed the result of interview.

*b. Coding*

The researcher highlighted the important data related to the research from the interviewee and gave coding to the interview transcript.

*c. Emerging themes*

The researcher creates the themes which were related to the criteria to be presented.

*d. Reducing/deciding themes*

The researcher concludes the result based on the interpretation of the previous stages in form of sentences.

## FINDING AND DISCUSSION

### 1. Students' Process of Learning English using MAN XI IPA 1 English Club

The statements on students' process are positive statements which the higher the percentage, the better the results. Overall, the students' results in process of learning were much more students-centered than teacher-centered. The average percentage of planning activity is 79.32% which is categorized as strong; the average percentage of implementation activity is 81.58% which is categorized as very strong; and the average percentage of evaluation activity is 78.41% which is categorized as strong. Those percentages show that the existence of *MAN XI IPA 1 English Club* supports student's process of learning English in term of facilitating the students in stimulating their autonomy so that they apply the process of SDL including Planning, implementation, and evaluation activity.

**Table 3**  
**Numerical Summary of the students' SDL process using**  
***MAN XI IPA 1 English Club***

<b>Activity</b>	<b>Planning</b>	<b>Implementation</b>	<b>Evaluating</b>
<b>Average (%)</b>	<b>79.32%</b>	<b>81.58%</b>	<b>78.41%</b>
<b>Category</b>	<b>Strong</b>	<b>Very Strong</b>	<b>Strong</b>

Planning activity as the initial stage is very important since the students' learning starts with a plan. By the posts shared by the teacher on the group, the students were encouraged to learn about the material given on the group because it will be followed by assignment. Although they do not make a list in written form, at least they have something in mind before doing the learning. *MAN XI IPA 1 English Club* stimulates the students to plan their study. What the students do on

implementation stage is the follow-up of their planning before starting their learning. The students choose and implement learning strategies which are supporting their goal (Knowles, 1975). Mostly the students did a group discussion or asking others or the teacher whenever they do not understand about the material. They try to find more resources to support their learning and using dictionary to help them understand unfamiliar words and help them to construct sentence in a good word choice. In the evaluation stage, the students reviewed the material and judged what they got from their learning. Once they review the material, they help their teacher indirectly by letting the teacher know their shortcomings on learning. This helped the teacher to anticipate their difficulty and help her find the solution for the students.

**a. Students' Planning Activity**

The statements in planning activity deal with students' planning and preparation before conducting their learning. The first statement on the first part of questionnaire is whether students know the purpose of their learning. The percentage of students' answer for number one is 79.55% and it categorized as strong. It implies that mostly students aware of their goal of learning. Most of the students use textbook from school as the guidance of their learning. The second statement of planning process is whether the students know the material to be studied. This item is categorized as very strong (88.64) which implies that students prepare the material to study. It was revealed that the lesson they learned was according to the material posted by their teacher. The next numbers, three and four, both numbers deal with students' time management of learning English. Both percentages of students' answer are 75% and categorized as strong. The percentages are smaller than other numbers. Although students already set their target time to do their learning, but usually they do not finish the study as the time targeted. The last number of planning activity is asking whether students decide the learning source that will be used to support the learning. The percentage of students answer for this part is 78.41% and it is categorized as strong. Students usually find other books or articles on internet to support their learning. By finding more material other than textbook given by the teacher, students open their mind into new knowledge which can be a material to discuss in their learning. Students also help the teacher by preparing themselves to receive the material with something on their mind.

**b. Students' Implementation Activity**

In the implementation stage, the statements deal with students' implementation of learning; whether they conduct it according to the plan or not. In addition, there are some statements of the way students make their learning meaningful; the effort to complete their learning. The first statement on implementation stage is whether the students do their study according to their plan



on the planning stage. The plan includes the material will be studied, sources to use, place to study, time to study and the target time to finish their study. The percentage of students' answer for this item is 81.82%. It implies that mostly students did their learning according to their plan. Students' learning which is prepared well and implemented according to the plan will create a directed learning which is relevant to the purpose of learning. The second statement is whether students discuss the material with the teacher or friends in their learning. The percentage of this item is 85.23% and categorized as very strong. Students discuss the material with the teacher or friends in their learning. It is not only the material which is discussed with the teacher, friends, or other people who are smarter than students, but also discussing the assignment posted by the teacher. The third question is whether students do the learning with their friends in a group. The percentage of this item is 77.27% and it is categorized as strong. The percentage shows that students have initiative to do the learning in group. They were not only finding the solution of their learning by asking to the teacher or friends, but also made a group where they can discuss the learning together. Group work not only enable the students to discuss the material studied, but also opens for the students to be the resource of knowledge for their friends. Next, the fourth statement is whether the students find more resources to study such as text book or article on internet. The percentage of this item is 81.82% and categorized as very strong. The students found more resources instead of only using textbook from school. The students tried to find supporting material for their study by searching articles on internet and finding more textbook. In the other hand, there was also a student preferred to learn individually from internet, English game, English song, and English movie without having a group of discussion as the source of learning. One of SDL criteria that student can proceed their learning by taking the primary initiative for planning, carrying out, and evaluating their own learning experiences (Merriam, 1999). The more they have the initiative to find sources, the more they get reference and knowledge. The initiative of finding more resources is a very good habit for students, especially for those who apply blended learning which requires students' activeness on conducting their own learning. The last question on implementation stage is whether the students use English-Indonesia or Indonesia-English dictionary to help them learn English. This statement is an additional statement to the percentage of 81.82% and categorized as very strong. The use of dictionary implies that the students anticipated the possibility of finding unfamiliar words in English, and also, the use of dictionary help them to create a better sentence and better word choice in giving their comment on the post.

### **c. Students' Evaluation Activity**

The purpose of statements on the evaluation stage is to see whether the students evaluate or reflect their learning once it is done. The statements of this stage deal with the students' attempt in evaluating their learning; their judgment whether what they were doing are useful for their learning. By evaluating their study, the students judge whether their learning objectives have been fulfilled and also know which part of the material they do not understand.

The first statement of implementation stage is whether the students review their learning process and learning result. The percentage of this item is 75% and categorized as strong. The students evaluated what they already learnt or what they get from their learning. By evaluating their learning, they can seek for alternative to solve their problem of learning. The percentage of the next number is 79.55% and categorized as strong. The statement of this item is whether the students know which part of lesson they do not understand. This statement allows the students to see what material they do not understand. It shows that the students evaluate which part of material they do not understand. This reflects to theory suggested by Moore (1980) which described that learner judges the appropriateness of newly acquired skills in the evaluation stage. The next number deals with the students' activity in trying to ask the teacher or friends whenever they do not understand the material. This item is categorized as very strong (81.82%). After studying many subjects the students may feel confusion of too many things to remember or misinterpretation of the material. By evaluating their learning, the students can ask for more information to their teacher or friends about the material to create a better understanding about the lesson. Mostly the students would ask to the teacher or friends that they think smarter whenever they do not understand the material once they evaluate their learning. This activity makes the teacher easier to give feedback to the students because the students know what part of lesson they do not know and try to communicate it to the teacher. The next statement is whether the students do the assignment on-time as targeted. This activity prevents the students from doing procrastination. The percentage of this item is 78.41% which is categorized as strong. The percentage implies that the students evaluate their target of time set by themselves or the teacher. The students said that they tried to finish the assignment on time, they also tried to give response to the teacher posts as soon as she share the new question on the group. They have the responsibility of finishing their study before the target time comes. The last question which ends the questionnaire of process is whether the students try to find the solution of their learning problem. For this item, the students' percentage of answer is 77.27% which is categorized as strong. It means that the students try to solve their problem. This result is very good since after reviewing their learning, the students try to find the solution to overcome

their problem. The students' efforts on solving their problem are varied, there was students who ask their teacher whenever they found difficulties on learning. On one hand, other students tried to find other resource than the teacher, tried to solve it by herself, and then ask people who are smarter than them.

## **2. Students' Problem in Learning English Using MAN XI IPA 1 English Club**

Overall, the students' answers show that they do not encounter much difficulty on using *MAN XI IPA 1 English Club* as a media for supporting their English learning. It is shown by the category of the students' answer which mostly in the category of "weak" and "very weak". The statements of questionnaire part two asking the students' difficulty are negative statements which mean the lower the percentages, the better the results.

**Table 4**  
**Numerical Summary of students' SDL problem using**  
**MAN XI IPA 1 English Club**

<b>Problem</b>	<b>Problem in resources use</b>	<b>Problem with the new teaching-learning strategy</b>	<b>Problem of the motive of participating on the group</b>	<b>Problem in online context learning</b>
<b>Average (%)</b>	<b>38.26%</b>	<b>34.66%</b>	<b>42.05%</b>	<b>14.77%</b>
<b>Category</b>	<b>Weak</b>	<b>Weak</b>	<b>Sufficient</b>	<b>Very Weak</b>

The biggest problem of student' learning is the motive of participating in the group which because of course requirement. It will be more effective if the teacher gives the students the understanding on the importance of being active on the discussion. The students should understand that being active on the group will lead them to be an active learner in which they take the initiative in diagnosing their learning needs, identifying resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes by their own. By knowing the importance of being active for their own sake, the students will be active without the teacher direction and can become fully self-directed learner.

### **a. Self Attribute**

#### **1). Students' Problem in Resources Use**

In the resource use aspect, the statements deal with the students' difficulty of taking advantage of the existences of resources around them. Resource itself ranges from electronic to print, and non print to human (Hill & Hanafin, 2001: 42). The students can use Book, website, teacher and friends as the resources to learn more. The statements also ask whether they can decide which resources that can be trusted.

The first statement on resources use is whether the students got difficulty because the teacher does not directly explain the material or assignment on the group. This statement aims to see the students' problem in taking advantage of the existence of their teacher as the source of knowledge. The percentage of this item is 31.82% and categorized as weak. The percentage shows that mostly the students have little difficulty when the teacher does not explain the material or assignment in the classroom. The teacher anticipated the students' difficulty when she does not directly answer to the students' post on Facebook by giving further explanation in the class. The second statement is whether the students got difficulty in deciding whether friend's answer can be trusted. Murphy (2001:34) said that the students' characteristic on the text-only medium as one that presents opportunities to misinterpret and to be misinterpreted. Murphy added that these opportunities were related to post a comment as well as to reply to someone else's comment or read the replies of others. The percentage of this item is 45.45% which categorized as sufficient. This item is negative statement which means the word "sufficient" where the students' have difficulty on trusting their friend's answer. It implies that the students need more attention in deciding other friends' answer. However, teacher's contribution in correcting the wrong answer is needed to avoid the misconception. The teacher kept monitoring the students' activity on the group. So, when there was a problem, she directly gave the right answer to avoid misunderstanding. The last question of resources use is whether the students can decide which article on internet or book which can be trusted. Sometimes, the teacher asked the students to find the material from internet to support their answer. The percentage of this item is 37.50%. This item is categorized as weak which means student's had a little difficulty in deciding the trusted article on internet. The students tried to filter information of the articles from internet they found by checking it into the textbook from school or the teacher's explanation.

In conclusion, the students tried to check the reliability of the answer which their friends post on the group by looking up the textbook or asking the teacher. The students did not easily trust every answer given by their friends. The teacher always asks the students to put the source every time they took the answer from article or book. The teacher also became active on giving further explanation and solution to the post after the students give their comment and answer to avoid the misinterpretation of the students' wrong answer.

## **2). Students' Problem with the new teaching-learning strategy**

The problem of the students' strategy deals with the students' adjustment of oral communication in classroom learning into fully written form in Facebook group. The first statement asked whether the students got difficulty in learning via MAN XI IPA 1 because the explanation and the communication are mostly

written as opposed to oral explanation like in classroom. The students' percentage is 36.36% which is categorized as weak. However, the use of English on whole posts is one of obstacles for the students to participate actively on the group. Sometimes the teacher translated the post into Bahasa when the students said that they do not understand what the teacher meant, but the teacher could not do that all the time. The teacher expected *MAN XI IPA 1 English Club* to be a facility to make the students' writing ability better and become a training tool for the students to communicate in English and also to write in English. So, the use of English is needed in the group. The teacher anticipated the problem of the change of strategy from classroom learning into online learning by explaining the material and ask the students again in the classroom. As a matter of fact, the students' answers in the interview indicated that they still choose to have more face-to-face classroom meeting where they can directly ask the questions to the teacher. This reflects from Murphy's (2001: 44) statement that "the absence of gestures, as well as the absence of voice and facial expressions, represents further limitations of the text-only medium". Murphy added that "text is fraught with interpretation errors; the connotation of a statement lost in the message itself and without the aid of sound, or facial expressions, 'meaning' takes on a whole new meaning". Hence, the teacher needs to contribute more in anticipating the misinterpretation caused by the lack of the teacher's gesture or facial expression in the learning process by having a meeting talking about what the students have done in their Facebook group learning.

Although in the group the students got difficulty because there was no oral communication, blended learning which is applied by the teacher still enable students to get oral explanation about the material in the classroom. The difficulties on the change of strategy encountered by the students can be solved by helping the students adapt themselves in a new setting of online learning environment.

### **3). Students' Motive of participating on the group**

The statements of problem of the students' motive in using *MAN XI IPA 1* as a media to support their learning were limited were taken from the problem of the students' motivation mentioned in Song and Hill's (2007) conceptual model for understanding self-directed learning in online environments. The first statement of the students' motive of participating on the group is whether the students only participate and giving comment as the teacher asks to. The students' percentage is 44.32% and it is categorized as sufficient. The students still depend on the teacher in participating in Facebook group. The teacher direction still becomes the students' motivation in participating the discussion. Once the teacher do not give the motivation to contribute actively on the Facebook group, the number of people and discussion on the group decreased. Mostly, the students'

motive to participate on the group was the extra score given by the teacher. The second statement is whether the students do not feel obligated to respond to every post. The percentage of this item is 43.18% which is categorized as sufficient. As mentioned before, the students participate on the discussion in Facebook group if the teacher gives the reinforcement to do so. The students found it became very frustrating when they were required to respond to a certain number of responses and questions, but it also can be a waste of time when they are merely answering for the sake of giving required posting and thus the answers are not in any way helpful in the actual learning (Murphy, 2004). The next statement asked whether the students do a procrastination when working on the assignment given on the group. The percentage of this item is 38.64% and is categorized as weak which shows that the students did the preparation before working on the assignment given by the teacher. However, teacher facilitation and encouragement can determine how the students participate in online discussions.

“Most scholars seem to agree that motivation determines the degree of effort learners put into foreign language learning” (Kocak, 2003: 24). The more motivation students have, the more participation they tend to put into their learning via MAN XI IPA 1 English Club. A similar relationship appears in the work of Ryan (1999) who studied the intrinsic motivation as a necessary precursor of autonomy in which learners are interested in learning for their own sake rather than for fulfilling the requirement of teacher. The teacher added intrinsic motivation to the students by giving an explanation of the importance of learning to the students instead of giving merely extrinsic motivation by giving them reward and extra score. The teacher gave the students the awareness of studying for their own sake.

#### **b. Students' Problem in Online Context learning**

The term “context” in this research’s context refers to the technology used in learning. The items in this aspect investigate whether the advance of technology and facility become the students’ problem in learning via MAN XI IPA 1 English Club. The students’ answer average is 14.77% and it is categorized as very weak. It implies that the students problem in learning on online context. All items are categorized as very weak which shows the students face little difficulty in online context. The first statement asked whether the students got a difficulty in using internet. The percentage of the students answer for this item is 19.32%. The second statement asked whether the students got a difficulty because the teacher does not teach how to use Facebook. The percentage of this item is 10.23%. The use of Facebook is not a problem for the students since they already have Facebook accounts long before the teacher asked them to join MAN XI IPA 1 English Club. Moreover, the teacher already explain the detail of the way online discussion run to the the students. The last statement asked whether the students

got difficulty because they do not have computer or Wi-Fi facility. The percentage of the students' answer for this item is 15.91%. Some students do not have their own Wi-Fi or modem for internet access, the network connection in Sintang is also problem for the students, the weak network slower the internet loading. However, there is a Wi-Fi service at MAN which every student have a password and they can use the service whenever they want.

## CONCLUSION AND SUGGESTION

### Conclusion

The key research question explored in this study was concerned with the use of *MAN XI IPA 1 English Club* as a media supporting students' SDL in on eleventh grade students of Science class 1 (XI IPA 1) along with the problem during their learning. The examination of the results of the study revealed that the students used *MAN XI IPA 1 English Club* to support their English learning by using it as a facility where they could apply SDL. The existance of *MAN XI IPA 1 English Club* facilitated the students' English learning with many sources and motivated the students to participate in English environment. The existance of online forum learning stimulated the students to do a process of SDL, namely: planning, implementation, and evaluation of learning. The result shows that the students apply process of SDL in their English learning using MAN XI IPA 1 English Club. Nevertheless, there are also problems encountered by the students during their English SDL using MAN XI IA 1 English club.

Students' problem in using *MAN XI IPA 1 English Club* were divided into the problem of resource use, problem of the change of teaching and learning strategy, problem of motive of participating on the group, and problem in online context. The major problem for the students is the lack of motivation learning where they did the learning because of the teacher's requirements. However, the teacher's role cannot be separated from the students learning whom gave reward and punishment to motivate studen the students to participate actively in the group. The teacher's assistances helped the students determine and conduct the process of their learning in order to be a high self-directed learner. By the direction of the teacher, the students can implement SDL. The teacher as the director and motivator of learning assisted them to plan, implement, and evaluate their learning.

In addition, the students' ability of English skill was improved after using *MAN XI IPA 1 English club* as a media for learning. The use of *MAN XI IPA 1 English Club* encouraged the students to read and write more. If before the teacher made the group; writing in English was something unfamiliar, writing and reading became their habit after the teacher made a requirement for the students to participate actively on the group. *MAN XI IPA 1 English club*, for sure, supported

the students' English skill by accustoming the students to read and write in English every week.

Malcolm (1990 as cited in Kocak, 2003: 24) also mentions the benefits of SDL which mainly aimed "to enable students to assume the responsibility for their own learning by analyzing their needs and goals on the course; considering their teacher as an adviser and facilitator; and examining their commitment to and motivation for the course". It encouraged the students to plan their learning, implement strategy to support their learning, and evaluate their learning once it is done. It helped the students improve their ability in English skill by making reading and writing English as a habit. *MAN XI IPA 1 English Club* helped the students exploit their potential by encouraging the students to take initiative in learning in order to make their learning easier. In conclusion, by the existence of MAN XI IPA 1 English club, the students are stimulated to do SDL.

### **Suggestion**

After the whole research process of collecting the data and analyzing the results, the writer proposed suggestions regarding the findings. Teacher needs to be aware of the negative side of facebook where students may visit or share the inappropriate picture and link on the group. Teacher needs to make certain criteria for students posting whether in form of sentence or picture including the page and link posted on the group to minimize the negative side of Facebook. There should be a clear criteria which one that students can post on the group such as: using only formal English and post only question and picture which related to study. However, further research exploring more aspects on the use of online forum like the solution of the problem found in this research and the stages of students to be self-directed learners are needed, especially in the context of senior high school students.

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